



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: What Does a Historian

PACING: 6 Days

STANDARDS:

- SS.5-8.TCC.1 Examine how the study of the past provides a representation of the history of communities, nations, and the world
- SS.5-8.TCC.3 Cite evidence that learning about the past requires the interpretation of sources and that using varied sources provides the potential for a more balanced interpretive record of the past.
- SS.5-8.TCC.4 Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.IDI.10 Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.STS.4 Give evidence of how our lives today are media and technology dependent.

OBJECTIVES:

- Understand why people study history
- Categorize by primary or secondary source and understand what makes a source reliable.
- Distinguish between fact and opinion and recognize

VOCABULARY:

Lesson 1

- era
- archaeology
- artifact
- paleontology

- fossil
- anthropology
- species

Lesson 2

- evidence
- primary source
- secondary source
- point of view
- bias
- conclusion
- scholarly

Lesson 3

- credentials
- URL
- .gov
- .edu
- .org
- plagiarize

<p>SPIRITUAL APPLICATIONS:</p> <p>Education by Ellen G. White, Chapter 19. In this chapter of the book, Education, Mrs. White talks about the Bible being the greatest history source and the importance of “viewing the things of time in the light of eternity, we may put them to their truest and noblest use.”</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 1 – pp. 1-24</p> <p><i>Chapter 1 Digital Lesson Plans and Presentations</i> <i>Video – Great Reasons to Study History (32:13)</i> <i>Video – Uncovering the Past (4:22)</i> <i>Video – Internet researching Techniques (17:45)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p> <hr/> <p>BrainPop Video</p> <p><i>Fact and Opinion (4:29)</i> <i>Online Resources (4:33)</i> <i>Plagiarism (5:13)</i></p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Create a poster illustrating reasons for studying history. 2. Compare and contrast different calendars (i.e., Julian, Gregorian, Jewish). 3. List examples of narrow and broad research subjects. Which will be the focus of our studies this year? 4. Write two paragraphs about the same topic. In one paragraph write with bias and in one without bias. Compare your paragraphs with a classmate to see if they can identify the biased paragraph. 5. As a class, make a time capsule with items you currently use. What would someone in 100 years be able to tell about your life after looking at the items?



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Geography, Economics, and Citizenship

PACING: 6 Days

STANDARDS:

- SS.5-8.C.1 Explain “culture” as it refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.2 Define concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.
- SS.5-8.IGI.12 Participate in age appropriate outreach and service projects.
- SS.5-8.PDC.9 Interpret how markets bring buyers and sellers together to exchange goods and service projects.
- SS.5-8.CIP.6 Identify the origins and function of major institutions and practices developed to support democratic ideals and practices.

OBJECTIVES:

- Apply understanding of geography to the interpretation of maps and its relationship with history.
- Identify basic economic systems and the role of trade in world history.
- Summarize important facts about the rights, duties, and responsibilities of United States citizens.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 2	Lesson 3
<ul style="list-style-type: none"> • hemisphere • latitude • longitude • projection • physical map • special-purpose map • scale • cardinal directions • choropleth • migration • culture 	<ul style="list-style-type: none"> • capital • entrepreneurship • supply • demand • scarcity • opportunity cost • traditional economy 	<ul style="list-style-type: none"> • command economy • recession • inflation • exports • imports • barter • globalization 	<ul style="list-style-type: none"> • representative government • federal system • separation of powers • checks and balances • legislative branch • executive branch • judicial branch

<p>SPIRITUAL APPLICATIONS:</p> <p>Luke 6:27-31 – Discuss Jesus’ message about loving those around us. Compare this to the concept of good citizenship. How does being a good citizen here on earth prepare us for citizenship in heaven?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 2 – pp. 25-50</p> <p><i>Chapter 2 Digital Lesson Plans and Presentations</i> <i>Video –Climate, Water, Etc.: Geography Basics (23:52)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p> <p><i>Reading Maps (14:38)</i> <i>Teen Character Education: Citizenship (15:59)</i></p> <p>BrainPop Video</p> <p><i>Geography Themes (4:04)</i> <i>Supply and Demand (2:56)</i> <i>Citizenship (4:25)</i></p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Choose one of the Six Essential Elements of Geography and one specific place on earth. Conduct research and then write two or three paragraphs describing the chosen place in terms of the essential element. 2. Attempt to peel an orange and produce a flat piece of peel. Relate this to the issue of representing our world on a flat map. 3. Using a three-circle Venn diagram, compare and contrast the traditional economy, command economy, and market economy. 4. Participate in an outreach or service project which demonstrates citizenship to your community.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Early Human and the Agricultural Revolution

PACING: 4 Days

STANDARDS:

- SS.5-8.IDI.3 Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.5 Recognize the role of useful work in personal development and maintaining self-worth.
- SS.5-8.IGI.3 Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.8 Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish.

OBJECTIVES:

- Discuss the trial-and-error method of solving problems.
- Identify the benefits of systematic agriculture.

VOCABULARY:

Lesson 1

- Paleolithic
- nomads

Lesson 2

- technology
- Ice Age
- domesticate
- Neolithic Age
- systematic agriculture
- shrine
- specialization
- Bronze Age
- monarchy

<p>SPIRITUAL APPLICATIONS:</p> <p>Genesis 2:15 and Genesis 3:17-19 – In the Garden of Eden, God intended “work” to be part of man’s activities. How did the work required to grow food change after sin?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 3 – pp. 51-72</p> <p><i>Chapter 3 Digital Lesson Plans and Presentations</i></p> <p><i>*Note: Much of this chapter will contain information contrary to the Biblical account of early history.</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p> <p><i>Agriculture: Video Vocab (3:02)</i> <i>*Note: Only a brief reference to 10-12,000 years ago.</i></p> <p>BrainPop Video</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <p>1) While having a Biblical view of early history contradicts some of the information in this chapter, list ways that the Biblical account supports the concepts discussed:</p> <ol style="list-style-type: none"> a. Nomads b. Systematic agriculture c. Domesticate d. Specialization e. Monarchy <p>2) Discuss the meaning of “technology.” Choose a current tool or method of accomplishing a task. Make a time line to show how that “technology” has been improved and advanced to its current level.</p> <p>3) Choose a crop that is grown in a region of the world. After researching that crop, create a digital presentation to present in class.</p> <p>4) Discuss the concept of “useful work.” Write an essay detailing how “useful” work benefits the individual and community.</p>
<p>Books</p>	



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Mesopotamia

PACING: 5 Days

STANDARDS:

- SS.5-8.TCC.8 Outline the origins and influences of social, cultural, and political, and economic systems.
- SS.5-8.TCC.14 Study the prophetic outlines of Daniel and Revelation.
- SS.5-8.PPE.1 Examine how the theme of people, places, and environments involves the study of the relationship between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.IGI.2 Define concepts such as mores, norms, status, role socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.STS.3 Investigate how society often turns to science and technology to solve problems.

OBJECTIVES:

- Explain how floods benefited the farmers of Mesopotamia.
- Analyze why the Sumerians invented a writing system and why scribes were important in Sumerian society.
- Discuss Hammurabi’s Code
- Compare and contrast the Sumerian, Assyrian, and Chaldean empires.

VOCABULARY:

Lesson 1

- silt
- irrigation
- surplus

- city-state
- polytheism
- ziggurat

- cuneiform
- scribe
- epic

Lesson 2

- empire
- tribute
- province
- caravan
- astronomer

<p>SPIRITUAL APPLICATIONS:</p> <p>Daniel 2 – Review and explain Nebuchadnezzar’s dream and the interpretation of it. Invite the pastor to make a presentation on the fulfillment of this prophecy.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 4 – pp. 73-96</p> <p><i>Chapter 4 Digital Lesson Plans and Presentations</i> <i>Video – Mesopotamia: An Overview (3:11)</i> <i>*Note: Brief reference to 9,000 years ago.</i> <i>Video – Persepolis: Landmarks (5:00)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video <i>Segment – Mesopotamia (0:56)</i> <i>Tigris and Euphrates (1:28)</i></p> <p>BrainPop Video <i>The Sumerians (4:37)</i></p> <p>Other Videos/Books Hope Channel video – https://www.hopechannel.com/watch/babylon-in-bible-prophecy (7:05)</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Make a T-chart listing peoples and places mentioned in Chapter 4. In the second column, write references from the Bible that refer to these peoples or places. 2. Summarize the connections between the presence of rivers and the development of civilizations. Research the rivers located in the Garden of Eden named in Genesis 2:10-14 – the Pishon, Gihon, Tigris, and Euphrates rivers – and include in your summary. 3. Compare and contrast the Sumerian, Assyrian, and Chaldean empires.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Ancient Egypt and Kush

PACING: 7 Days

STANDARDS:

- SS.5-8.C.4 Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.PPE.8 Discuss human modifications of the environment.
- SS.5-8.IDI.4 Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IGI.11 Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.7 Analyze how science and technology have changed people’s perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

OBJECTIVES:

- Analyze how the Nile River affected Egyptian life.
- Explain a pharaoh’s responsibilities and contribution to the rise and fall of the Egyptian culture.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • cataract • delta • shadoof • papyrus • hieroglyphics • dynasty 	<ul style="list-style-type: none"> • theocracy • pharaoh • bureaucrat • embalming • pyramid 	<ul style="list-style-type: none"> • incense • envoy 	<ul style="list-style-type: none"> • savanna • textile

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Exodus 12:40, 41 – Read and review the Exodus of the Israelites from Egypt. Why did the Israelites need instruction about God’s way? How had the Egyptian culture influenced them after 430 years?</p>	<p><i>A History of the World</i> Chapter 5 – pp. 97-136</p> <p><i>Chapter 5 Digital Lesson Plans and Presentations</i> <i>Video – The Nile River (5:01)</i> <i>Video – Life in Ancient Egypt: Agriculture and Crafts (4:07)</i> <i>Video – Ancient Egypt (8:09)</i> <i>Video – Kingdom of Axum (3:06)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video <i>King Tut: Flashbacks (5:07)</i> <i>Egyptian Treasures (Egypt): World of Wonders (11:03)</i> <i>Pyramids (4:49)</i></p> <p>BrainPop Video <i>Egyptian Pharaohs (4:12)</i> <i>Mummies (3:10)</i></p> <p>Books</p>	<ol style="list-style-type: none"> 1. List all the times you use water during a day. As a class, combine all the examples into one list. Discuss whether it would be feasible to use water for all these purposes if you lived in a desert environment. 2. Write a paragraph describing what it would be like to see the pyramids in person. Use information you have learned. Include descriptive words and phrases. 3. Using satellite images (like Google Earth), compare and contrast the Nile River region with the area around a river near you. 4. Create a map illustrating the expansion of Ancient Egypt. Write a summary paragraph to accompany your map explaining the expansion. 5. Compare and contrast a savanna with a desert. Locate an example of each and draw a two-part picture illustrating both environments.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: The Israelites

PACING: 6 Days

STANDARDS:

- SS.5-8.C.5 Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.PPE.7 Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IGI.10 Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PAG.2 Compare the constitution of a country to the Ten Commandments.

OBJECTIVES:

- Analyze how geography contributes to settlement in the Southwest Asia/Canaan.
- Demonstrate understanding of Jewish culture.
- Identify the role of scribes in spreading ideas.
- Understand the connection between historical events and religious holidays.
- Differentiate four different Jewish groups under Roman rule.

VOCABULARY:

Lesson 1

- prophet
- monotheism
- tribe
- Exodus
- covenant
- Torah
- Commandment
- alphabet

Lesson 2

- psalm
- proverb
- exile

Lesson 3

- synagogue
- Sabbath
- scroll
- kosher

Lesson 4

- Diaspora
- rabbi

<p>SPIRITUAL APPLICATIONS:</p> <p>Genesis 15 – After reviewing the covenant God made with Abraham, discuss the accuracy of the Bible with the secular historical record.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 6 – pp. 137-170</p> <p><i>Chapter 6 Digital Lesson Plans and Presentations</i> <i>Video – The Middle East: A Region of Contrasts (3:25)</i> <i>Video – Temple Mount: Landmarks (4:59)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video <i>Judaism: The Promised Land (24:46)</i></p> <p>BrainPop Video</p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Write a short essay comparing the Ten Commandments to the constitution of a country. 2. Participate in a skit which summarizes the events leading up to the Exodus. 3. Using a T-chart or two-column chart, list ways in which both David and Solomon were great kings. 4. Even though Ruth was not Jewish by birth, write an opinion essay suggesting reasons Ruth became a role model for Jewish girls. 5. After completing research, develop a four-column chart listing characteristics and beliefs of four Jewish groups: Pharisees, Sadducees, Essenes, and Zealots. 6. Discuss why the location of the Dead Sea Scrolls might be considered the most significant modern archeological discovery.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: The Ancient Greeks

PACING: 6 Days

STANDARDS:

- SS.5-8.C.10 Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.6 Determine how personal, social, cultural, and environmental factors contribute to the development and growth of personal identity.
- SS.5-8.IGI.11 Critique how groups and institutions influence culture in a variety of ways.
- SS.5-8.STS.9 Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Explain how geography affected the settlement of Greece.
- Identify similarities and differences between the rights and responsibilities of ancient Greek citizens and U.S. citizens today.
- Describe the characteristics of tyranny, oligarchy, and democracy.
- Identify the location of the Persian Empire and how the Greeks won the Persian Wars.
- Identify characteristics of life in Athens.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • Peninsula • bard • colony • polis • agora • phalanx 	<ul style="list-style-type: none"> • tyrant • oligarchy • democracy • helot • ephor 	<ul style="list-style-type: none"> • satrapy • satrap • Zoroastrianism 	<ul style="list-style-type: none"> • direct democracy • representative democracy • philosopher

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Mark 2:28-34 – Jesus discusses the “greatest” commandment. In contrast to many other cultures, the Israelites (and Christians today) believe God is the one and only. Additionally, loving God with “all your heart and with all your soul and with all your mind and with all your strength” is more important than religious rituals.</p>	<p><i>A History of the World</i> Chapter 7 – pp. 171-208</p> <p><i>Chapter 7 Digital Lesson Plans and Presentations</i> <i>Video –Athens (9:11)</i> <i>Video – The Early Olympics (7:51)</i> <i>Video – Coinage and Democracy in Greece (6:03)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video <i>Exploring Ancient Greece: Land and People (20:01)</i> <i>Segment – Great Empires of the Past: Ancient Greece (2:34)</i></p> <p>BrainPop Video <i>Athens (2:39)</i> <i>Democracy (3:52)</i> <i>Olympics (4:07)</i></p> <p>Books</p>	<ol style="list-style-type: none"> 1. Complete a Venn diagram which compares and contrasts Athens and Sparta. Include information about education, government, and society in each city-state. 2. Write a narrative which describes life in Athens for men, women, and children. Use specific details to show that in this “democracy” people at different levels of society had different right and privileges. 3. With your classmates, create a bulletin board which illustrates the role geography played in developing the concept of city-states and Greek citizenship. 4. Write a speech that a messenger from Marathon might have given before his death. 5. Conduct a panel discussion sharing your opinions on the advantages or disadvantages of direct democracy and representative democracy.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
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GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Greek Civilization

PACING: 7 Days

STANDARDS:

- SS.5-8.C.3 Find evidence(s) of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.TCC.5 Demonstrate that historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspective, and the point of view of the researcher.
- SS.5-8.TCC.6 Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups. And events from the past and their influence on the present.

OBJECTIVES:

- Compare ancient and modern Greek beliefs.
- Describe ancient Greek philosophical ideas.
- Categorize Alexander’s leadership qualities and military achievements.
- Identify contributions from the Hellenistic Era.

VOCABULARY:

Lesson 1

- myth
- ritual
- oracle
- fable
- oral tradition
- drama
- tragedy
- comedy

Lesson 2

- Sophists
- rhetoric
- Socratic methods
- Hippocratic Oath

Lesson 3

- cavalry
- Hellenistic Era

Lesson 4

- Epicureanism
- Stoicism
- circumference
- plane geometry
- solid geometry

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Matthew 13:34, 35 – Discuss why Jesus taught in parables. Discuss the similarities and differences between parables and fables.</p>	<p><i>A History of the World</i> Chapter 8 – pp.</p> <p><i>Chapter 8 Digital Lesson Plans and Presentations</i> <i>Video – Gods and Heroes (8:26)</i> <i>Video – Building Alexander the Great’s Empire (7:36)</i> <i>Video – Alexander the Great’s Empire (3:29)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>Plato: Famous People, Incredible Lives (7:26)</i> <i>Segment – Alexander the Great (5:20)</i></p> <p>BrainPop Video</p> <p><i>Homer (4:04)</i> <i>Geometry (3:55)</i> <i>Architecture (3:46)</i></p> <p>Books</p>	<ol style="list-style-type: none"> 1. In small groups, create models of Greek-styled buildings to illustrate what you have learned about Greek architecture. 2. After studying Greek philosophical ideas, write an opinion essay highlighting your agreement and/or disagreement with these ideas. 3. Create a time line showing the conquests of Alexander the Great. 4. Write a news article about a new experiment/discovery during the Hellenistic Age. 5. Using electronic software, create a web graphic organizer showing the division of Alexander the Great’s empire after his death. 6. Write a brief epic or fable in the style of Homer or Aesop. 7. Investigate the Hippocratic Oath and discuss evidences of it in the medical profession today.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Ancient India

PACING: 6 Days

STANDARDS:

- SS.5-8.C.5 Compare the basic beliefs of the Seventh-day Adventist church with other religions and philosophies.
- SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IDI.6 Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.1 Explain how this theme helps us know how individuals are members of groups and institutions and influence and shape those groups and institutions.
- SS.5-8.IGI.9 Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Describe early civilizations in India.
- Discuss concepts of Hinduism and Buddhism.
- Compare and contrast ancient Indian rule with modern-day government.
- Form opinions and make observations about ancient Indian culture.

VOCABULARY:

Lesson 1

- subcontinent
- monsoon
- language family
- raja

- Sanskrit
- Vedas
- caste
- guru

Lesson 2

- Hinduism
- Brahman
- Reincarnation
- karma
- dharma
- Buddhism
- nirvana
- jainism

Lesson 3

- stupa
- pilgrim
- Bhagavad Gita

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>John 11:25, 26 and 1 Corinthians 15:52 – Review the story of Lazarus’ resurrection. Compare the Biblical death and resurrection of Seventh-day Adventist with the belief of reincarnation. What Seventh-day Adventist beliefs are similar or different from Hinduism and Buddhism?</p>	<p><i>A History of the World</i> Chapter 9 – pp. 245-274</p> <p><i>Chapter 9 Digital Lesson Plans and Presentations</i> <i>Video – Timelines of Ancient Civilization: India – Indus River to Buddhism (16:25)</i> <i>Video – India’s History from the Hindus to the Buddhists (10:01)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>India – Alexander the Great to Modern Day – Part 2: Timelines of the Ancient Civilizations (22:39)</i> <i>Faith and Belief: Five Major Religions (20:22)</i> <i>Indian Subcontinent (3:27)</i></p> <p>BrainPop Video</p> <p>Books</p>	<ol style="list-style-type: none"> 1. Create a poster illustrating the effects of seasonal monsoons on India. 2. Make a map illustrating the development of early civilizations near a great river system. 3. In a few paragraphs, summarize the importance and use of the concept of zero. What if there were no zero? 4. List achievements in mathematics, science, and medicine made by people of India. 5. With classmates, create a skit highlighting the caste system (or varnas) of ancient Indian. Speculate as why the caste system is no longer used. 6. Discuss what role religion has played in past civilizations and currently. Do you think religion is more or less important no than in the past?



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Early China

PACING: 5 Days

STANDARDS:

- SS.5-8.C.6 Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.PAG.7 Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1 Examine why individuals, government, and society experience scarcity because human wants and needs exceed what exceed what can be produced from available resources.
- SS.5-8.CIP.4 Examine the common good and the rule of law.

OBJECTIVES:

- Compare and contrast Huang He Valley civilizations with other river valley civilizations studied.
- Explain the role geography in the development of Chinese civilization and in its isolation.
- Discuss Confucianism, Daoism, and legalism.
- Apply the concepts of monopoly and competition to the economics of trade along the Silk Road.
- Discuss how increased trade benefits civilization.

VOCABULARY:

Lesson 1

- warlord
- aristocrat
- ancestor

- pictograph
- ideograph
- bureaucracy

Lesson 2

- Confucianism
- Daoism
- Legalism
- filial piety

Lesson 3

- censor
- currency
- civil service
- tenant farmer
- acupuncture

<p>SPIRITUAL APPLICATIONS:</p> <p>Discuss what makes many of Solomon’s proverbs easy to understand and remember. Compare and contrast Solomon’s proverbs with quotes from Confucius. While both men were considered wise, what is the essential difference between the two men’s sayings?</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 10 – pp.</p> <p><i>Chapter 10 Digital Lesson Plans and Presentations</i> <i>Video – The Chinese Landscape (5:22)</i> <i>Video – Chinese History from Peking Man (6:31)</i> <i>*Note: Reference to millions of years and prehistoric man.</i> <i>Video – Chinese History from 1st Emperor (9:45)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p> <p><i>China’s Great Wall: Landmarks (5:01)</i> <i>Segment – The Silk Road (4:01)</i></p> <p>BrainPop Video</p> <p><i>Silk Road (4:53)</i> <i>Great Wall of China (2:37)</i></p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Create a chart that describes the lives of the four levels of Chinese society (aristocrats, farmers, artisans, and merchants). 2. Brainstorm questions that archaeologists may ask when discovering ancient civilizations. 3. Using a three-circle Venn diagram, compare and contrast the philosophies of Confucianism, Daoism, and legalism. 4. Write a letter to the emperor persuading him to make education accessible to all citizens. 5. Discuss the concept of “filial piety.” Then list ways that this ideal is exhibited today. 6. Research one of the four dynasties discussed in this chapter (Shang, Zhou, Qin, or Han). Prepare a visual presentation to share with the class. 7. Design a brochure to inform about the physical geography of China.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Rome: Republic to Empire

PACING: 6 Days

STANDARDS:

- SS.5-8.TCC.2 Define the concepts: chronology, causality, change, conflict, complexity, multiple perspective, primary and secondary sources, and cause and effect.
- SS.5-8.PPE.2 Scrutinize the effects of sin on the environment.
- SS.5-8.PAG.7 Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.CIP.1 Discuss how the theme of civic ideals, and practices helps us to learn about and know how to work for the betterment of society.
- SS.5-8.CIP3 Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

OBJECTIVES:

- Explain how geographic features contributed to the settlement and growth of Rome.
- Analyze how the policies of the Roman conquerors led to an increase in power.
- Discuss the perspective of the Roman social classes.
- Identify the causes of the Roman Republic’s decline.
- Identify the events and people that led to the establishment of the Roman Empire.

VOCABULARY:

Lesson 1

- republic
- legion

Lesson 2

- patrician
- plebeian
- consul
- veto

Lesson 3

- latifundia
- triumvirate

SPIRITUAL APPLICATIONS:

Ephesians 6:10-17 – Read the description of the armor of God. Discuss similarities in the armor of Roman soldier.

Discuss the effects of sin on the environment (disasters like Pompeii).

McGRAW-HILL RESOURCES:

A History of the World

Chapter 11 – pp. 303-336

Chapter Digital Lesson Plans and Presentations

Video – Life in Ancient Rome (5:29)

Video – The Roman Empire: Cultural Contribution (2:48)

Video – Bread and Circuses (8:15)

Video – The Roman World (6:58)

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 Video

Ancient Rome: The Rise of Apartments (45:38)

Italy: History and Culture (3:44)

BrainPop Video

Roman Republic (3:23)

Rise of the Roman Empire (3:20)

Pax Romana (2:37)

Books

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a talk-show interview format interview “guests” from Ancient Rome.
2. Make an outline of a lesson from this chapter. Use the larger red headings as the first level and the smaller red headings as the second level. Find supporting details to make third and fourth levels of the outline.
3. Work in small groups to debate the pros and cons of a republic as a form of government.
4. Role-play a gathering of plebeians and patricians at the Forum.
5. Research Hannibal’s elephants and their journey from northern Africa to Italy. Write a journal with several entries describing their experiences.
6. Write an opinion essay about the policy of “bread and circuses.”
7. Discuss disasters and their effect on both ancient Rome and present-day United States.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Roman Civilization

PACING: 7 Days

STANDARDS:

- SS.5-8.C.8 Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.TCC.8 Outlive the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.PAG.3 Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.

OBJECTIVES:

- Describe what life was like in Rome.
- Analyze how the Greeks influenced the Romans.
- Identify Rome’s contributions to our society today.
- Analyze how the economy influenced the fall of the Roman Empire.
- Identify the cultural influences that shaped the Byzantines.

VOCABULARY:

Lesson 1

- gladiator
- anatomy
- vault

Lesson 2

- satire
- ode

Lesson 4

- mosaics
- saints

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>John 11:46-48 – After Jesus raised Lazarus from the dead, the Pharisees express their fears of the Romans. Discuss why the Jews feared the Romans and were looking for the Messiah to save them from the Romans.</p>	<p><i>A History of the World</i> Chapter 12 – pp. 337-368</p> <p><i>Chapter 12 Digital Lesson Plans and Presentations</i> <i>Video – The Geography of Italy (6:16)</i> <i>Video – The Coliseum (5:00)</i> <i>Video – Constantinople to Istanbul (7:27)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>Segment – Roman Empire (2:24)</i> <i>Segment – Arches of Ancient Rome (5:16)</i> <i>Segment – Justinian and Byzantines (11:25)</i></p> <p>BrainPop Video</p> <p><i>Fall of the Roman Empire (4:23)</i> <i>Bridges (4:12)</i></p> <p>Books</p>	<ol style="list-style-type: none"> 1. As part of a class project, create museum exhibits that display information about an aspect of Roman culture. 2. Draw or paint a picture that illustrates a Roman style of art or architecture. 3. Write diary entries or letters from the perspective of an ancient Roman. 4. Research one of the engineering advances of ancient Rome (i.e., aqueducts, the arch, road system). Prepare a brochure or poster which illustrates how the Romans were able to accomplish the engineering feat. 5. List beliefs of the U.S. legal system that come from Roman ideas. 6. Develop a tourist brochure for Rome or Constantinople. 7. Write a summary stating reasons for the fall of the Roman Empire.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: The Rise of Christianity

PACING: 5 Days

STANDARDS:

- SS.5-8.C.4 Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.C.11 Identify the influence of the Seventh-day Adventist heritage on culture.
- SS.5-8.IDI.6 Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.3 Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.STS.14 Design a project using technology to serve the church and community.
- SS.5-8.GC.8 Demonstrate and understanding of current world missions of the Seventh-day Adventist church.

OBJECTIVES:

- Summarize the life of Jesus and basic Christian beliefs.
- Identify the role played by the apostles in the growth of Christianity.
- Discuss the geographic theme of movement and its importance to spreading Christianity.
- Analyze how, despite persecution, Christianity continued to flourish.

VOCABULARY:

Lesson 1

- parable
- resurrection
- apostle
- salvation

Lesson 2

- martyr
- hierarchy
- clergy
- doctrine

Lesson 3

- icon
- iconoclast
- excommunicate
- schism
- monastery

<p>SPIRITUAL APPLICATIONS:</p> <p>Jesus' Parables – Review the way Jesus taught using parables. Have students each prepare a morning worship about one of Jesus' parables.</p> <p>Discuss how the culture of a family may be different in a Seventh-day Adventist home than other Christian homes.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 13 – pp. 369-394</p> <p><i>Chapter 13 Digital Lesson Plans and Presentations</i> <i>Video – St. Peter's Tomb (7:41)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video <i>Segment – Christianity (2:33)</i> <i>Segment – Spread of Christianity (9:23)</i></p> <p>BrainPop Video <i>Religions (7:03)</i></p> <p>Books, Websites, Etc. The following are SDA websites with mission information: https://am.adventistmission.org/videos http://afmonline.org/</p> <p>*Books about SDA missionaries should already be in your church or school library.</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Conduct research about the apostles and the spread of Christianity. Prepare a multimedia presentation to share with your local church. 2. Choose three Christian religions to compare and contrast using a three-circle Venn diagram. 3. Discuss why conflict exists between religious groups. 4. Make a bulletin board illustrating how the Seventh-day Adventist church has influenced culture. 5. Create a brochure about mission work in which Seventh-day Adventists are currently participating. Share it with someone in your church or community. 6. Write an opinion essay describing ideas on getting along with others whose religious beliefs are different from yours. 7. Summarize the 28 fundamental doctrines of the Seventh-day Adventist church in your own words.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Islamic Civilizations

PACING: 5 Days

STANDARDS:

- SS.5-8.C.6 Discern how people learn the elements of their culture through interactions with others, and how people learn of other cultures through communication and study.
- SS.5-8.C.7 Demonstrate respect for people with different religion beliefs, different ages, backgrounds, and ethnicity.
- SS.5-8.TCC.12 Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.PPE.7 Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.PDC.9 Interpret how markets bring buyers and sellers together to exchange goods and services.
- SS.5-8.CIP.9 Compare religious freedom in various parts of the world.

OBJECTIVES:

- Understand how physical geography influenced Arab civilizations.
- Discuss the significance of key components of Islam.
- Distinguish the methods of how Islam was spread through various events and people.
- Determine how the Turks, Safavids, and Moguls incorporated Islam into their empires.
- Explain how discoveries and inventions affected the lives of Muslims.

VOCABULARY:

Lesson 1

- Islam
- oasis
- sheikh

- caravan
- Quran
- shari'ah

Lesson 2

- caliph
- Sunni
- Shia
- sultan

Lesson 3

- mosque
- bazaar
- astrolabe
- minaret

<p>SPIRITUAL APPLICATIONS:</p> <p>Review the story of Abraham. Discuss the importance of Abraham to Muslims, Jews, and Christians.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 14 – pp. 395-418</p> <p><i>Chapter 14 Digital Lesson Plans and Presentations</i> <i>Video – Islamic World (4:23)</i> <i>Video – Islamic Trade Routes (6:16)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video <i>The Arab World – Early Civilization and Imperialism</i> <i>Video Clip (5:28)</i></p> <p>BrainPop Video <i>Ottoman Empire (6:38)</i></p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Foldable Activities: Islamic Civilization (in McGraw-Hill digital resources for this chapter) 2. Develop a time line presentation outlining the Islamic civilizations or produce cause-effect charts to organize historical events from this time period. 3. Compare and contrast Islam with Christianity, particularly Adventism, in writing or in an oral presentation.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: African Civilizations

PACING: 7 Days

STANDARDS:

- SS.5-8.C.1 Explain “culture” as it refers to socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
- SS.5-8.C.4 Describe how the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.
- SS.5-8.TCC.8 Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.11 Outline the efforts and influence of the Seventh-day Adventist missionaries.
- SS.5-8.PPE.1 Examine how the theme of people, places and environments involve the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
- SS.5-8.PAG.7 Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

OBJECTIVES:

- Analyze how trade affected Africa’s development.
- Understand how trade affects the exchange of ideas.
- Demonstrate understanding of Africa’s influence on culture.
- Compare and contrast primary-source quotes on the slave trade.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	
• savanna	• clan	• extended family	• sugarcane
• plateau	• Swahili	• matrilineal	• spiritual
• griot		• oral history	
• dhow			

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
Visit www.adventistarchives.org/missionaries and discuss the spread and growth of Adventist missions. <i>Showers of Grasshoppers and Other Miracle Stories from Africa</i> by Bradley Booth	<i>A History of the World</i> Chapter 15 – pp. 419-446 <i>Chapter 15 Digital Lesson Plans and Presentations</i> <i>Video – Mbande Nzinga (1:50)</i> <i>Video – African Savanna and Mali (5:39)</i>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
Learn360 Video <i>The Roots of African Civilization (24:07)</i>	<ol style="list-style-type: none"> 1. Work in small groups to create an illustrated children’s story about a topic related to an African region or people. 2. Research and report on traditional African music and instruments. 3. Summarize in writing the key characteristics of the African governments studied in this chapter. 4. Research an Adventist missionary to Africa and present your findings in a PowerPoint presentation to share in class or at church.
BrainPop Video <i>Savanna (2:21)</i>	
Books	



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: The Americas

PACING: 4 Days

STANDARDS:

- SS.5-8.C.3 Find evidences of how culture influences the ways in which human groups solve the problems of daily living.
- SS.5-8.C.9 Explain how people from difference cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.8 Discuss human modifications of the environment.

OBJECTIVES:

- Explain how early peoples arrived and settled in the Americas.
- Compare farming in the Americas with farming in the early river valley civilizations.
- Describe the cultures of Maya, Aztec, and Inca civilizations.
- Analyze how different societies of North American peoples lived.

VOCABULARY:

Lesson 1

- isthmus

Lesson 2

- maize
- sinkhole
- hogan

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p><i>Messages to Young People</i>, pp. 365, 366 – “God has surrounded us with nature’s beautiful scenery to attract and interest the mind. It is His design that we should associate the glories of nature with His character. If we faithfully study the book of nature, we shall find it a fruitful source for contemplating the infinite love and power of God.”</p> <p>Discuss the diverse and beautiful scenery across our country.</p>	<p><i>A History of the World</i> Chapter 16 – pp. 447-470</p> <p><i>Chapter 16 Digital Lesson Plans and Presentations</i> <i>Video – Peru: History (7:19)</i> <i>Video – Aztec, Maya, and Inca Civilization (3:47)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video <i>World of the Mayas, Aztecs, and Incas (25:02)</i></p> <p>BrainPop Video <i>Maya Civilization (5:00)</i> <i>*Note: brief mention of human sacrifices.</i> <i>Inca Civilization (4:08)</i> <i>MesoAmerica (4:29)</i> <i>American Indians (4:04)</i> <i>*Note: reference to ice bridge 10,000 years ago.</i></p> <p>Books</p>	<ol style="list-style-type: none"> 1. Students can play the “Sortify” game about Native Americans associated with BrainPop videos. 2. Write a narrative describing landforms you would encounter on a trip across the United States. 3. Use software to create a time line of the major civilizations in Mesoamerica. 4. Visit one or more National Park Service websites (i.e. Bandelier National Monument, Chaco Culture National Historical Park, Effigy Mounds National Monument, or Mesa Verde National Park) about a Native American location/culture. Create a brochure showing what visitors may see and learn at this national park.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Imperial China

PACING: 7 Days

STANDARDS:

- SS.5-8.STS.1 Discuss how science is a result of empirical study of the natural world and that technology is the application of knowledge to accomplish tasks.
- SS.5-8.PDC.1 Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

OBJECTIVES:

- Compare concepts of leadership from imperial China with those of today.
- Identify technological advances that brought changes to the Chinese society.
- Explain how the Mongol empire affected trade.
- Determine characteristics needed to rule a vast land.
- Describe the factors that contributed to the rise and fall of dynasties.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • neo-Confucianism 	<ul style="list-style-type: none"> • porcelain • calligraphy 	<ul style="list-style-type: none"> • steppe • terror 	<ul style="list-style-type: none"> • census • novel • barbarian

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Matthew 28:19, 20 – Discuss the “Great Commission.” <i>Guide’s Greatest Mission Stories</i> by Lori Peckham</p>	<p><i>A History of the World</i> Chapter 17 – pp. 471-506</p> <p><i>Chapter 17 Digital Lesson Plans and Presentations</i></p> <p>Video – <i>Chinese Civilization Part 2</i> (first 7:30 minutes are closely tied to this chapter)</p> <p>Video – <i>Ming Dynasty</i> – (7:37)</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video <i>China: The History and The Mystery, Part 1: World History & Culture</i> (1 hour, but divided into short content segments – most about 6 or 7 minutes long).</p> <p>BrainPop Video <i>The Great Wall of China</i> (2:37) <i>Silk Road</i> (4:53)</p> <p>Books</p>	<ol style="list-style-type: none"> 1. Write a position essay about civil service examinations during Imperial China and today. 2. Write a poem Li Bo style or paint a Chinese landscape. 3. Identify and categorize advancements made in the Chinese economy, technology, and arts. (Teacher may print off Taking Notes: Categorizing from the Lesson 2 presentation.) 4. Make cards or write letters to send to a Seventh-day Adventist mission institution in China. The class may want to make a list of questions about China to send with their cards.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Civilization of Korea, Japan, and Southeast Asia **PACING: 6 Days**

STANDARDS:

- SS.5-8.PPE.5 Investigate how the concept of regions identifies the link between people in different locations according to specific criteria.
- SS.5-8.PPE.6 Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7 Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.IGI.9 Demonstrate how institutions may promote or undermine social conformity.

OBJECTIVES:

- Explain why Korea is considered a bridge between China and Japan and how it built a civilization.
- Understand how geography shaped Japan’s society and why nature was important to the Japanese.
- Identify geographical features that affected settlement and early ways of life in Southeast Asia.
- Discuss how military leaders became powerful in Southeast Asia.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • shamanism 	<ul style="list-style-type: none"> • archipelago • animism • constitution 	<ul style="list-style-type: none"> • samurai • shogun • vassal • feudalism • guild • sect • martial art • meditation 	<ul style="list-style-type: none"> • volcano • tsunami • maritime

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Compare and contrast the system of feudalism with Jesus and His followers.</p>	<p><i>A History of the World</i> Chapter 18 – pp. 507-536</p> <p>Chapter 18 Digital Lesson Plans and Presentations</p> <p>Video – <i>The Samurai</i> (5:41) Note: Brief mention of Samurai suicide ritual.</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>East Asia: Land and Resources</i> (19:36) <i>Southeast Asia: The People</i> (21:25)</p> <p>BrainPop Video</p> <p><i>Geography Themes</i> (4:04)</p> <p>Books</p>	<ol style="list-style-type: none"> 1. Create travel itineraries for a trip to view the historical and geographic highlights of Korea, Japan, or Southeast Asia. 2. Create a picture book which summarizes the history of Korea, Japan, or a country in Southeast Asia. Share with a younger student. 3. After choosing a topic related to Korea, Japan, or Southeast Asia approved by the teacher, complete research and develop a PowerPoint presentation for your class.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Medieval Europe

PACING: 8 Days

STANDARDS:

- SS.5-8.TCC.13 Investigate the history of democratic ideals and principles and how they are represented in documents, artifacts, and symbols.
- SS.5-8.IGI.11 Critique how groups and institutions influence culture in a variety of ways
- SS.5-8.PAG.5 Research and debate the ideologies and structures of political systems that different from those of the United States.
- SS.5-8.PDC.5 Justify how economic incentives affect people’s behavior and may be regulated by rules or laws.

OBJECTIVES:

- Know how the geography of Europe shaped the development of cultures.
- Understand why the Magna Carta is important.
- Explain the role that architecture, education, literature, and religion played in medieval life.
- Name causes and effects of the Crusades.
- Discuss problems and changes during the Middle Ages.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • fjord • missionary • concordat 	<ul style="list-style-type: none"> • feudalism • vassal • fief • knight • serf • guild • chivalry 	<ul style="list-style-type: none"> • grand jury • trial jury 	<ul style="list-style-type: none"> • mass • heresy • anti-Semitism • theology • scholasticism • vernacular 	<ul style="list-style-type: none"> • plague • Reconquista

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Revelation 12:13-17 – Discuss the prophecy about Satan’s persecution of the church and God’s protection.</p> <p><i>Brave Men to the Battle</i> by Virgil E. Robinson – The story of the Waldensians</p>	<p><i>A History of the World</i> Chapter 19 – pp. 537-578</p> <p>Chapter 19 Digital Lesson Plans and Presentations</p> <p>Video – <i>William the Conqueror and Feudalism</i> (5:50) Video – <i>Castle Designs</i> (3:47) Video – <i>Castles: The Center of Power</i> (7:54) Video – <i>Religious Architecture</i> (7:21) Video – <i>History of Austria from the Late Middle Ages</i> (9:27)</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>The Middle Ages</i> (27:56)</p> <p>BrainPop Video</p> <p><i>Magna Carta</i> (2:54) <i>Middle Ages</i> (5:45) <i>Black Death</i> (4:39)</p> <p>Books</p>	<ol style="list-style-type: none"> 1. Contrast crossing geographical barriers during the Middle Ages with crossing them today by estimating time to cover the same distance in both eras. 2. Write a script about a day in the life of a lord, a vassal, a knight, or a peasant in medieval Europe. 3. Using a T-chart, list the causes and effects of the Crusades. 4. Research the Black Death. Share information learned about the disease and how this epidemic affected medieval Europe. 5. Create a model of a medieval castle.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Renaissance and Reformation

PACING: 8 Days

STANDARDS:

- SS.5-8.PPE.10 Analyze the roles of different kinds of population centers in a region or nation.
- SS.5-8.STS.3 Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.9 Validate how values, beliefs, and attitudes have been influenced by new scientific and technological knowledge.

OBJECTIVES:

- Discuss who ruled the city-states of Italy and how power was achieved.
- Identify differences between art and literature of the Renaissance and the Middle Ages.
- Describe humanism.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • Renaissance • secular • urban • mercenary • diplomacy 	<ul style="list-style-type: none"> • humanism 	<ul style="list-style-type: none"> • Reformation • indulgence • predestination • annul 	<ul style="list-style-type: none"> • seminary • heresy

<p>SPIRITUAL APPLICATIONS:</p> <p>Genesis 1 – While reviewing the great art and literature from the Renaissance period, discuss the differences between God’s creative powers and the creative abilities of humans.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 20 – pp. 579-597</p> <p>Chapter 20 Digital Lesson Plans and Presentations</p> <p>Video – <i>Leonardo da Vinci</i> (18:15) Video – <i>Chaucer’s England</i> (7:48)</p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p> <hr/> <p>BrainPop Video</p> <p><i>Leonardo da Vinci</i> (3:37) <i>Michelangelo Buonarroti</i> (3:14)</p> <p>Books</p> <hr/>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Compare the difficulty of writing by hand with the use of the printing press and modern computers. Describe how technology has changed the way we communicate. 2. Research a Renaissance artist and present your findings about the artist’s life and accomplishments to the class. Try your hand at making a reproduction of one of their famous paintings or sculptures! 3. Use craft materials (wood sticks, modeling clay, foil, etc.) to build a model of a possible invention from the Renaissance period.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Age of Exploration and Trade

PACING: 5 Days

STANDARDS:

- SS.5-8.STS.5 Compare and contrast how science and technology have had both positive and negative impacts upon individuals, societies, and the environment in the past and present.
- SS.5-8.GC.1 Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.5 Indicate how global connections may make cultures more alike or increase their sense of distinctiveness.

OBJECTIVES:

- Identify new technologies and the establishment of stronger governments that allowed exploration.
- Know about the conquests of Spain in the Americas.
- Understand the Columbian Exchange.
- Discuss where Europeans established colonies and why.
- Draw conclusions about the advancements in economics that occurred due to trade and colonization.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	
<ul style="list-style-type: none"> • circumnavigate • conquistadors 	<ul style="list-style-type: none"> • allies • smallpox • ambush • hostage 	<ul style="list-style-type: none"> • plantations • cash crops • mercantilism 	<ul style="list-style-type: none"> • commerce • entrepreneur • cottage industry

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
Review Numbers 13. Compare and contrast the “explorers” into the land of Canaan with the explorers studied in this section.	<i>A History of the World</i> Chapter 21 – pp. 615-638 Chapter 21 Digital Lesson Plans and Presentations Video – <i>Journey to the new World: Christopher Columbus</i> (8:03) Video – <i>Hernán Cortéz</i> (1:34) Video – <i>Age of Discovery: English, French, and Dutch Explorers</i> (12:19)
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
Learn360 Video <i>The Golden Age of Exploration</i> (27:47)	<ol style="list-style-type: none"> 1. Create a poster or display highlighting achievements of a famous explorer. 2. In a short essay, define and explain the Columbian Exchange. Discuss whether Europe or the Americas benefited most from the Columbia Exchange. 3. Discuss the term cottage industry and brainstorm examples of modern-day cottage industries. 4. Research smallpox and write a summary of what you learned. 5. Write and perform a skit in which the ideas of risk in overseas trade and joint-stock companies are highlighted.
BrainPop Video <i>Christopher Columbus</i> (6:07) <i>Columbian Exchange</i> (7:18) <i>Conquistadors</i> (4:28) <i>Henry Hudson</i> (5:54)	
Books	



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: The Scientific Revolution and the Enlightenment

STANDARDS:

- SS.5-8.IDI.1 Elaborate on how the study of individual development and identity helps us know that individuals change physically, cognitively, and emotionally over time.
- SS.5-8.STS.7 Analyze how science and technology have changed people’s perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security and their major daily activities.
- SS.5-8.STS.12

OBJECTIVES:

- Describe how the Scientific Revolution generated significant new knowledge.
- Define the scientific method and how it represented a new way of studying the world.
- Explain how the Enlightenment influence ideas about human rights.

VOCABULARY:

Lesson 1

- geocentric
- Scientific Revolution
- heliocentric
- ellipses
- gravity
- elements
- rationalism
- scientific method

Lesson 2

- Age of Enlightenment
- absolutism
- Glorious Revolution
- constitutional monarchy
- social contract
- separation of powers

<p>SPIRITUAL APPLICATIONS:</p> <p>Proverbs 9:10 and Colossians 2:23 – Knowledge comes from God and no understanding is greater than He gives.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 22 – pp. 639-660 Chapter 22 Digital Lesson Plans and Presentations</p> <p><i>Video – Planetary Motion: Kepler’s Three Laws (2:22)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video Segment – <i>Age of Enlightenment</i> (3:15) Segment – <i>Copernicus and Heliocentrism</i> (3:00) Segment – <i>Johannes Kepler</i> (2:31)</p> <p>BrainPop Video – <i>Galileo Galilei</i> (3:56) Video – <i>Scientific Method</i> (4:15) Video – <i>Isaac Newton</i> (4:32)</p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Learn more about one of the technological advances from this time period. Compare and contrast with technology of today in that field. 2. Create a chart listing thinkers and scientists along with their beliefs and/or discoveries. 3. Conduct and report on a science activity involving the scientific method. 4. Write a position paper on whether scientific and religious beliefs contradict or corroborate each other. 5. List pros and cons for different government models (ie, absolutism, constitutional monarchy, discussed in this chapter. 6. Using a Venn diagram, compare and contrast the Glorious Revolution and the American Revolution.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Political Revolutions

STANDARDS:

- SS.5-8.TCC.8 Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.IGI.5 Express ways in which young people are socialized which include similarities as well as differences across cultures.
- SS.5-8.PAG.3 Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balance, minority rights, the separation of church and state, and Federalism.
- SS.5-8.PDC.3 Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.

OBJECTIVES:

- Analyze why the American colonies revolted against Britain and the ideas that shaped the Declaration of Independence and the U.S. Constitution.
- Identify reasons for the French Revolution and Napoleon’s rise to power.
- Describe the effects of nationalism on Europe.
- Define Manifest Destiny and discuss how the United States changed in the 1800s.
- Discuss why Latin American countries faced challenges after gaining independence.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • persecute • constitution • boycott • popular sovereignty • limited government 	<ul style="list-style-type: none"> • estate • bourgeoisie • coup d’etat 	<ul style="list-style-type: none"> • nationalism • guerrilla warfare • kaiser • abolitionism 	<ul style="list-style-type: none"> • industrialism • corporation 	<ul style="list-style-type: none"> • urbanization • liberalism • utilitarianism • socialism • proletariat • labor union

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Discuss Bible prophecy being fulfilled with the pope taken captive by Napoleon in 1798 (end of the 1260-day prophecy).</p> <p><i>The Great Controversy</i> pp. 266, 267</p>	<p><i>A History of the World</i> Chapter 23 – pp. 661-689</p> <p><i>Chapter 23 Digital Lessons Plans and Presentations</i></p> <p><i>Video – Making a Revolution (3:38)</i></p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>Revolution (British, French, and American (23:56)</i></p> <p><i>Napoleon: Famous People of the World (28.13)</i></p> <p>Segment – <i>Manifest Destiny (3:39)</i></p>	<ol style="list-style-type: none"> 1. Create a political cartoon that expresses a point of view about one of the events that took place during the political revolutions (ie, Boston Tea Party Napoleon’s exile to Elba). 2. Write a speech arguing either in favor of or in opposition to the colonists fighting for independence from Great Britain. 3. Create posters or banners that how the view of the peasants and rebels after the fall of the Bastille. 4. Conduct further research on a topic presented in this section. Develop a presentation to share with the class (PowerPoint or oral). 5. Play “Sortify: American Revolution” game associated with BrainPop videos.
<p>BrainPop Video</p> <p><i>Causes of the American Revolution (4:25)</i></p> <p><i>French Revolution (4:23)</i></p> <p><i>Napoleon Bonaparte (4:56)</i></p>	
<p>Books</p>	



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Imperialism and World War I

STANDARDS:

- SS.5-8.TCC.8 Outline the origins and influences of social, cultural, political, and economic systems.
- SS.5-8.TCC.9 Compare and contrast the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
- SS.5-8.IGI.10 Explain that when two or more groups with differing norms and beliefs interact accommodation or conflict may result.
- SS.5-8.GC.4 Point out how global problems and possibilities are not generally caused or developed by any one nation.

OBJECTIVES:

- Explain the reasons Europeans took over foreign countries and how the United States gained control of overseas properties and peoples.
- Discuss how contact with Europeans and Americans changed society in China and Japan.
- Analyze the causes of World War I.
- Understand the boundaries that changed in Europe and the Middle East after World War I.
- Describe what caused revolution to break out in Russia during World War I.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4
<ul style="list-style-type: none"> • imperialism • protectorate • sphere of influence 	<ul style="list-style-type: none"> • extraterritoriality 	<ul style="list-style-type: none"> • militarism • conscription • entente • mobilization • propaganda • blockade 	<ul style="list-style-type: none"> • armistice • genocide • reparations • mandate • soviet

SPIRITUAL APPLICATIONS:	McGRAW-HILL RESOURCES:
<p>Read (or listen to) a story/book about Eric B; Hare’s experiences as a missionary to Myanmar (then Burma) during this time period. Discuss God’s leading through difficult situations.</p>	<p><i>A History of the World</i> Chapter 24 – pp. 707-742</p> <p>Chapter 24 <i>Digital Lessons Plans and Presentations</i></p> <p>Video – <i>The Russo-Japan War</i> (6:49) Video – <i>Start of the World War</i> (3:17) Video – <i>War to End All Wars – “Wilson’s Ghost”</i> (3:31)</p>
ADDITIONAL RESOURCES / CONNECTIONS:	ASSESSMENT/INSTRUCTIONAL IDEAS:
<p>Learn360 Video</p> <p><i>World War I: The War in Europe: America in the 20th Century</i> (25:50)</p> <p>BrainPop Video</p> <p><i>World War I</i> (3:54) <i>League of Nations</i> (3:40)</p> <p>Books</p>	<ol style="list-style-type: none"> 1. Consider the problems of Europe before World War I. Brainstorm some ways to solve these problems without going to war. 2. Write an article about a topic from this chapter in the style of a newspaper report of the era. 3. Prepare an argument for or against the creation of the League of Nations. 4. Discuss propaganda. Create a collage of several propaganda pieces. 5. Create maps showing Europe before and after World War I. Detail the changes in a paragraph to accompany the maps.



SOCIAL STUDIES MANAGEMENT AND RESOURCE TOOL
FOR SINGLE GRADE AND COMBINATION CLASSROOMS

GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: World War II

STANDARDS:

- SS.5-8.PPE.7 Summarize factors that contribute to cooperation and conflict among peoples of the nation and the world including language, religion, and political beliefs.
- SS.5-8.IDI.6 Determine how personal, social, cultural, and environmental factors contribute to the development and the growth of personal identity.
- SS.5-8.IGI.2 Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation conflict, race, ethnicity, and gender.

OBJECTIVES:

- Identify key leaders in Europe and the United States before and during World War II.
- Analyze the causes of World War II.
- Recognize major events during World War II.
- Analyze the importance of remembering the Holocaust.

VOCABULARY:

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> • depression • totalitarian state • collectivization 	<ul style="list-style-type: none"> • appeasement 	<ul style="list-style-type: none"> • D-Day 	<ul style="list-style-type: none"> • containment • Truman Doctrine • Marshall Plan • racial segregation 	<ul style="list-style-type: none"> • apartheid • civil disobedience • Pan-Africanism

<p>SPIRITUAL APPLICATIONS:</p> <p>Revelation 12:7-9 – Discuss the war in heaven, the outcome, and how the effects of that first war are seen in earthly wars.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 25 – pp. 743-767</p> <p><i>Chapter 25 Digital Lessons plans and presentations</i></p> <p><i>Video – Fascism (4:00)</i> <i>Video – World War II Begins (5:46)</i> <i>Video – Aircraft Carrier, Tuskegee Airmen, and War Correspondents (5:26)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video <i>World War II Video Quiz (32:03)</i></p> <p>BrainPop Video <i>World War II Causes (4:52)</i> <i>World War II (3:15)</i> <i>Adolf Hitler (4:50)</i> <i>Anne Frank (2:42)</i></p> <p>Books</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Research, write, rehearse, and present news broadcasts about historical events from World War II (maybe a local nursing home or retirement center). 2. Interview someone who lived through the Great Depression or World War II. Share your finds with the class. 3. Type a memo to either the British or the French government arguing either for or against the policy of appeasement. 4. Compare the positive and negative effects of World War II. 5. Discuss the methods of communication between soldiers and their families during World War II. Write a letter to someone in the war or someone back home.



GRADE SIX (EVEN YEAR - GRADES 5 & 6)

TOPIC: Building Today's World

STANDARDS:

- SS.5-8.TTC.5 Demonstrate the historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources national or cultural perspectives, and the point of view of the researcher.
- SS.5-8.GC.6 Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.
- SS.5-8.CIP.7 Debate key and present issues involving democratic ideals and practices as well as the4 perspectives of various stakeholders in processing possible solutions to these issues.
- SS.5-8.CIP.8 Discuss the importance of becoming informed in order to make positive civic contributions.

OBJECTIVES:

- Identify dictators of key Latin American countries as well as challenges and conflicts that have been faced in Latin America.
- Explain the challenges Africans faced in building independent nations and issues that have caused conflict in Africa and the Middle East.
- Know factors that caused the collapse of the Soviet Union and Eastern European Communist governments.
- Explain how war can affect a country's global power and how issues in one area of the world can cause conflict in other areas as well.

VOCABULARY:

Lesson 1

- nationalize
- embargo
- deforestation

Lesson 2

- refugee
- terrorism
- Intifada

Lesson 3

- détente
- glasnost
- perestroika
- ethnic cleansing

Lesson 4

- interdependent
- pandemic

<p>SPIRITUAL APPLICATIONS:</p> <p>Review Seventh-day Adventist websites. Discuss how our church is using media and technology. How has the church's outreach and ministry changed over the past 50-100 years.</p>	<p>McGRAW-HILL RESOURCES:</p> <p><i>A History of the World</i> Chapter 26 – pp. 787-822</p> <p><i>Chapter Digital Lessons plans and presentations</i></p> <p><i>Video – Communism and Cuba (2:43)</i> <i>Video – Apartheids Legacy (2.26)</i> <i>Video – Berlin Wall (2:08)</i> <i>Video – 9-11 (8:27)</i></p>
<p>ADDITIONAL RESOURCES / CONNECTIONS:</p> <p>Learn360 Video</p>	<p>ASSESSMENT/INSTRUCTIONAL IDEAS:</p> <ol style="list-style-type: none"> 1. Prepare a monologue written from the perspective of a modern world leader. You may want to videotape your monologue to share with the class. 2. Considering what you have learned this year about world history describe the major changes over the time period since your grandparents were children. If possible interview your grandparents and ask for their assistance with this project. 3. Choose and event discussed in this section. Conduct research and then present your thoughts about why and how this even changed our world.